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ABSTRACT

A project by the National Council of Negro Women called "Building New Career Ladders in Clerical Occupations" has five components. Two of these are: (1) development of career ladders on the job; and (2) testing, evaluation, and dissemination. In the career ladder component, 33 companies participated through financial contributions; giving information on job descriptions, hiring, and upgrading policies; and sharing educational and training experiences and needs. Companies are differentiated according to: (1) companies with clerical staff who are union members, (2) companies with highly structured personnel policies and procedures, and (3) companies with less structured personnel policies. The role of companies in employee education is discussed based on information collected from the following companies: American Express; Merrill, Lynch, Pierce, Fenner, and Smith; Federal Reserve Bank; and Mobil Oil. In the testing, evaluation, and dissemination component, a language arts course was tested with the aid of New York University (NYU). Fifty-five employed clerks, representing 15 companies, enrolled at NYU during the 1974-75 academic year with corporation tuition aid plans. The curriculum included workshops and counseling. Plans for field testing and disseminating the curriculum are set forth. A list of participating companies and a positive evaluation of the project are appended. (Author/EC)

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Grant No. OEG-0-73-5229

BUILDING NEW CAREER LADDERS IN CLERICAL OCCUPATIONS

National Council of Negro Women

FINAL REPORT

for period from

July 1, 1974 - June 30, 1975

Helen Rachlin
Project Director

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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This is a report of the second year of a two-year grant to the National Council of Negro Women for the purpose of "Building New Career Ladders in Clerical Occupations." The project consisted of five major components:

1. Study - A large-scale inventory of the tasks performed by clerical workers in large business organizations was completed during the first year of the grant and fully reported at that time. Its results have been incorporated in the curriculum.
2. Data Analysis - The process of analyzing and sequencing of tasks and relating them to the knowledge and skill areas needed for their performance was also completed during the first year and reported on at that time. The findings have been incorporated in the curriculum.
3. Curriculum Building - This has been the major objective of the project. An extensive innovative curriculum in language arts, problem solving and career planning, based on clerical task analysis and on sequencing of skills and knowledge needed to perform them, has been completed and forms the major content area of this report. A copy is attached.

The pages that follow will deal fully with components 4 and 5 of our project, thus completing the reporting process as required by the terms of our grant. Component 4 concerns the development of new career ladders on the job and component 5 is concerned with testing, evaluation and dissemination.

Before going into detail on the two final components, we offer two general points to be made about the total project, past and future.

1. Initially, funding for this project was requested for three years. When we were advised that the time would be shortened to two years, we thought that if we dealt with only two levels of clerical occupations, rather than three as originally planned, we would be able to complete all the other objectives of the project. We have not fully succeeded. Because the various components need to follow each other in sequence, it would actually require a third year to test, evaluate and disseminate our material and our findings in an effective and significant way. Work with companies would also require more extensive time to bring to fruition.

2. The project, which was planned and begun at a time when companies had some interest in the education, training and upgrading of their employees, reached its culmination in a time of recession. Layoffs and down-grading were prevalent, corporate programs were cut back, and concern for "the new workers" in the labor market virtually disappeared. In this climate, the institution of new career ladders did not represent a viable plan and had to be put off.

While circumstances over which we have no control may have slowed down the pace at which we planned to accomplish detailed goals during the 1973-75 time period, we shall continue to pursue the project objectives. NCNW will continue to work with companies to develop new career ladders; and will disseminate and promote the curriculum we have developed.

Indeed, our commitment to the educational and career advancement of minority women working in clerical occupations has been significantly extended and deepened. As a direct result of our work on "Building New Career Ladders in Clerical Occupations," NCNW is establishing, in downtown Manhattan, a Women's Center for Education and Career Advancement, with support for the initial three years of operation to come from private foundations, business and government. The new Center will enable us to expand the approaches developed for the lower two levels of clerical occupations to a wider range of women employed in business, and to test, evaluate, disseminate and consolidate our findings.

The Center will offer the following programs and services:

1. An Information Service offering relevant and current facts on jobs and education programs. The service will introduce visitors to the range of Center programs and services, link them to volunteer counselors, advisors and tutors, and assist participants with education and career projects.

2. Systematic Education and Career Consultations -- group and individual -- will provide for each participant an intensive and extensive learning experience which culminates in a written learning plan derived from carefully developed career goals.

3. An Education program, including a range of formal and informal educational opportunities:

Formal:

- An Associate Degree Program, in cooperation with Pace University, will offer minority clerical workers a 60-credit competency-based associate degree with emphasis on the skills and knowledge needed for advancement in business. (Funding of the initial three years of this Associate Degree program was requested from the Fund for the Improvement of Post Secondary Education, FIPSE. We have been awarded a grant of $77,000 for 1975-76.)

- Workshops around basic job and education problems. Held at lunch or after work, these will feature talks by experts, as well as discussion, and practice. Topics of proven interest and value to employed clericals, tested in earlier programs, will be featured and evaluated in the first sessions: e.g., the job interview, test-taking, supervision, resume writing, new careers for women.

Informal:

- Open Forums for larger audiences will cover many of the same topics covered in the workshops, but less intensively; these may be an introduction of participants to the Center and to increased involvement later.

- Linkage with Volunteers who will serve as role models and guides as well as tutors with individual education and career projects.

- Cultural Activities - The Center will organize group activities to help people take advantage of the cultural opportunities available in the City. Theatre, dance, art, films and lectures of general interest, of special interest to minority women and relevant to the other activities of the Center will be included.

COMPONENT 4 - CAREER LADDERS

Over the course of the past two years, we have worked with about 33 companies on a number of different levels (See Appendix A for list.) They have helped us to recruit and have paid tuition for students for the pilot program in which we tested the curriculum. (See below for a report on the course conducted with New York University.) Cooperating companies have made financial contributions to the program; given us information on job descriptions, hiring and upgrading policies; shared their educational and training experiences and needs.

Three Categories of Cooperating Businesses

For purposes of this section of the report dealing with career ladders, it will be useful to divide the companies into three categories and consider each group as presenting a different set of circumstances and problems. Also, we will only deal with a limited number of companies in each category for purposes of illustration.

First, there are those companies in which the clerical staff are members of a union. Job descriptions, salaries and promotional policies are determined by contract and rigidly adhered to. This is the situation that prevails in the various telephone companies including New York Telephone, AT&T and Western Electric. In comparison to the average of clerical pay in New York, jobs in these companies are quite well paid. They may, however, be limited in scope, although in some cases, notably Western Electric, there is a good deal of lateral movement enabling the workers to develop new skills and avoid boredom. Benefits are also quite good and people who may be qualified for higher level jobs that are available in other companies are reluctant to move out since, temporarily at least, they might have to take a cut in pay.

Also, the telephone companies, based on the consent agreement with EEOC, have adopted policies and procedures designed to strengthen affirmative action toward the advancement of women and minorities.

In working for the advancement of minority women in these companies, there would be no point to suggesting changes in career ladders. The task here is to help people move out of relatively comfortable ruts and into more challenging, stimulating and better paying occupations. More generous company policies of tuition reimbursement, more effective administration of affirmative action policies are called for. Since this is impossible to effect from the outside, the NCNW role here has been - and will continue to be - to strengthen the confidence and advance the education of the minority women who work for the telephone companies. While movement from clerical to management levels is difficult and discouraged, some non-minority women have succeeded in crossing the line. Also, craft jobs tend to be much better paying and are increasingly open to women. But the women themselves need support to make the transition with all the problems of mental and social adjustment, and to face the problems that their new male colleagues present. The experience we have acquired in working with these women has been incorporated into the career planning segment of the curriculum and will also form an important element of the counseling component of the Women's Center that NCNW is now establishing.

A second group of employers, although not bound by union contract, also has highly structured personnel policies and procedures. This group is exemplified by large banks, such as Chase Manhattan and First National City Bank.

Chase Manhattan Bank is involved in a large-scale reorganization of its personnel operation. They have carried out extensive analyses of the tasks performed by their clerical employees and have described, by task, all the separate jobs in the bank. This data is being standardized and computerized so that every person who has a relationship to a job will know exactly what it entails. This will lead to reorganization of jobs and, it is expected, may lead to more flexible career ladders. In addition, the bank is now offering employees an in-house program of general career counseling. We cannot claim to have influenced this process, but we are gratified to find that it is going on. We anticipate keeping in touch to see if it results in greater upward mobility for minority women workers.

At First National City Bank, a newly developed program known as FOCAS is designed to provide educational upgrading for bank employees. This approach follows the bank's recognition that specific job training courses are not sufficient to develop the skills that poorly educated clerical employees need in order to advance. We have consulted with the bank's training staff in the development of our curriculum and have been asked to consider contracting with them to conduct a course for their employees. As soon as our curriculum has been printed, we shall discuss this with them further. Again, although time has not permitted us to bring this to fruition under this grant, it will be carried forward through the Women's Center.

The third category of employers with whom we have worked has personnel policies that are much less structured. On paper, these companies may have job descriptions and lines of progression but, in fact, there is great leeway for individual situations. In this category are most of the headquarters offices of large corporations as well as brokerage houses and smaller companies.

Because of this greater flexibility we have found it most useful, for purposes of our own curriculum building and job analysis, to work closely with the personnel people in a number of these companies.

The Role of Companies in Employee Education

Before we discuss specifically our experiences with individual companies, there are some general observations that can be useful.

To the extent that companies have training programs at all - and of course when business is not good, one of the first departments to be cut back is training - they concentrate on skill training. Typing is the most generally taught skill, shorthand only if it is to refresh dormant skills, plus specific processes that relate to the performance of a particular job. Language arts and arithmetic skills are only included in the JOBS and similar entry level training programs, many of which are being phased out. And yet, in speaking to personnel directors, it became clear that what people most need to have in order to advance is a good mastery of English and good problem-solving skills.

At the corporate decision-making level, however, despite their constant complaint against the new workers, companies will not take on what they see to be the role of the schools. It may be that as the process of task analysis moves forward - both ours and that of the systems people within the companies - there will be significant changes in company training programs. Since people have to be trained to perform particular tasks, the development of language and problem - solving skills in that context may become increasingly acceptable. Our discussions with personnel and training people has had some small impact here and our curriculum will be available to those who are able to move forward.

The situation relating to clerical employees in several major corporations will illustrate the general pattern.

American Express

American Express has not systemized their career ladders. Where a person moves, unless specific skills are involved, is problematical. Job levels with the compc y are numbered:

1 - 9	Messengers, mail sorter, etc.
10 - 11	General clerical
12 - 18	Junior manager, middle manager, senior manager, and non-hourly salaried personnel

Management never recruits for clerks: clerks walk in the door. From level 6 down, there is a good deal of opportunity for growth and movement. After level 6 it becomes more difficult. Upgrading within the company is just beginning. American Express recruits outside for management rather than promoting from within. The company is currently hiring women managers, but not looking at them long range. There is no definitive promotion policy. Everything seems to depend on the needs of the company and the skill of the individual.

Frequency of job evaluation depends upon salary grade and ranges from six months to 24 months. Generally, evaluation is performance based: "After all, the company is interested in making money, not in developing people."

Job training is not uniform throughout the company. Entry level people have three tests: typing, steno, and an interview. Specific skills particular to a job are provided through on-the-job training. For management, things are more informal; there are periodic training classes in sales, as well as management seminars on such topics as "decision making and leadership." Supervisors may or may not have had the supervisory course depending upon their department. Employees get one half to one day of orientation.

Job information is disseminated rather unsystematically for posting on bulletin boards. There is no personal approach, people are not pushed and particular things are not called to specific employees' attention. Employees must learn to study the bulletin boards.

Regarding tuition reimbursement plans, employees are reimbursed after successfully completing a course; how well they do determines how much they get back. Until now, the only signature required was that of an employee's supervisor; often he limited his approval to courses relating to the work of his department rather than of the whole company. That narrow interpretation is in the process of being changed.

In order to pay their tuition, employees have the option of utilizing the company's credit union. If they do not have other debts they can get a cheap loan for education purposes.

Some "off the record" comments from people who work for the company:

"Now we are taking women managers, but we aren't looking at it long range."

"We're scared of a really qualified woman."

"Black women are getting squeezed out. White men are more comfortable with white women."

"In this company anything that has been 'typically' anything is being changed."

Merrill Lynch, Pierce, Fenner & Smith

There are four grades of secretaries with salary information publicly available. Promotions generally go to in-house personnel, but not in any systematic fashion. No development unit exists in the company. There is no job posting system, although one is being worked on. Employees hear about jobs via the grapevine or their supervisors.

Job evaluations are mandatory twice during the first year and afterwards once a year. No in-house training of any sort is available below the stock broker level. (The position of stock broker requires five months of in-house training.) If specific job training is needed, it is given on an individual basis. Supervisors do not receive any specialized training although there are plans for them soon to get "EEO sensitivity training." Being a supervisor is reported in many cases as a negative experience. "We take the best technicians and make them supervisors. They don't like to supervise and so they don't do a good job. Meanwhile we have also lost our best technicians."

There is a brief pre-employment orientation with a packet consisting mostly of forms.

Educational reimbursement is 100 per cent after successful completion of a course which must be job applicable. One's supervisor decides what is related to the job and such decisions vary greatly with the individuals.

The personnel director of Merrill Lynch worked particularly closely with NCNW, offering practical advice on how the curricula we develop can help minority women get ahead. Here is a summary of his main points:

1. Teach women interviewing techniques and procedures. "We get people in here with excellent resumes, but they need the self-confidence to sell themselves. They need to know their strong points."
2. Teach people how to write resumes.
3. Offer courses in SELLING SKILLS.
4. Negotiation is critical. Nothing is black and white any more, and companies need people with negotiating skills.

5. Written communication is a big weakness of most of our employees.

6. Women need to know how to develop a work plan with goals for themselves.

At Federal Reserve Bank, there was considerable enthusiasm on the part of the training people for introducing a task-based curriculum into their newly instituted typing and shorthand training program. However, the threat of a cutback even in the existing program stopped any further exploration. Individual promotion of NCNW students, however, offered some evidence of progress.

Mobil Oil policies, like those of other companies, work for those people who know how to use them. The role of the supervisor is critical. Knowledge about job openings is the responsibility of the worker. "It is the employee's responsibility to define her goals for herself. We all eat in the same cafeteria and it is easy to make friends with people from different departments."

Similar information from other companies add up to the same thing. It is up to the individual employee to be knowledgeable about what jobs are available and what she has to know to get these jobs. She has to take the initiative in finding out information about job availability. She must be aggressive, self-confident and secure. And none of this fits the description of the typical minority woman entry-level clerical worker.

What is the significance of all of this for the development of new career ladders in clerical occupations for undereducated, entry level workers? As we see it, the kinds of programs developed in the 60's have about reached their end. Employers are reluctant to commit themselves to follow rigid guidelines and to commit themselves to promotions in the current economy. Nonetheless, despite their protests against the schools not doing their jobs, they are going to have to deal with the problems of their workers as they in fact exist. Several large insurance companies and financial institutions have already

been forced to recognize that their training programs no longer have any real value. In the past, entry level workers came into their jobs with the language and arithmetic skills as well as the typing and shorthand ability that they needed to perform virtually all clerical jobs. What the employer provided was work experience and training in specific job content. These days are over. The knowledge, the skills and the "system know-how" of clerical workers have to be built up as these workers move along in their jobs. As the country comes out of the recession, this will become increasingly clear to employers. The need for task based adult education programs will become increasingly obvious and in demand. Whether sponsored by the companies themselves or by community agencies, they will have to be provided. The NCNW curriculum represents an important advance for such education and training. Through the Women's Center, we will continue to pursue our objectives.

COMPONENT 5: Testing, Evaluation and Dissemination

Curriculum Testing

Starting in the Fall 1974 semester, the language arts course developed under this project was tested in a course under the joint auspices of New York University (NYU) and the National Council of Negro Women.

Although virtually all our students have such severe basic-education gaps that they test at a 7th - 8th grade level, they are startlingly uneven in their competencies. In many ways they are highly knowledgeable, sophisticated, skilled and capable of advanced work. The opportunity to do some college work proves an invaluable aid to sustaining the interest of such students in the necessarily slow and often frustrating process of remediation.

The college affiliation has proved a major advantage in terms of curriculum development. It has been invaluable too in helping us reach not only students, but in enlisting employer cooperation and support.

Fifty-five employed clerical workers representing 15 companies were enrolled at NYU in two semesters during the 1974-1975 academic year. Corporate tuition aid plans (both tuition reimbursement and tuition advancement) covered a major portion of the cost. One person dropped the course.

Four hours each week were devoted to language arts instruction for academic credit, with an additional two hours devoted to NCNW-designed workshops, tutoring and counseling services.

The opening session each semester started with an explanation of the nature of the program, with particular emphasis on the process of task analysis as it relates to clerical job advancement and to learning. The Center, it was stressed, expected to base its teaching on what they, the students, do.

The starting, on-the-spot assignment was for each student to fill in a Task Inventory form. First, each student introduced herself (or himself) to the group, telling where they worked, what they did. Some informal discussion followed before the actual filling out of the forms.

The completed Task Inventories provided staff with 1) an evaluation of where each student was -- in terms of job tasks and basic English skills; 2) an individualized teaching material from which to begin dealing with such problems as sentence formation, spelling, punctuation, capitalization, clarity and organization.

Workshops

As part of the regular curriculum students met together in "workshops" once each week. The goal of these workshops was to provide a general broadening of knowledge about educational and cultural opportunities available in the city, about the variety of jobs and careers that are offered in business, and about dealing with associates and supervisors.

Another significant purpose of the workshops was to develop a greater involvement of students in their own learning. Because most of our students have been passive recipients of bare-bones teaching (no "enrichment" here), this proved the crucial step that they had to take before education could have long-term value.

The first workshop, under the leadership of an experienced group guidance professional, and without the presence of any teachers or other "authority figures," was

devoted mainly to eliciting reactions to the Center program. One result was a more open and adult atmosphere in the classroom the next evening; another was the production of an agenda for future workshop sessions. As a homework assignment, they were asked to find out the promotional policies and advancement opportunities in the companies for which they worked.

Subsequent workshops were devoted to: test taking, the dynamics of good speech, resume writing, job application, job interviews; how EEOC regulations affect minority groups and women; social movements, such as women's liberation; and the relationship between the employee and supervisor. Our consultant conducted each workshop and brought in appropriate guest speakers to talk with students.

During the Spring semester we added and emphasized career planning in the workshops. We structured the workshops in a progression so that each student could take a look at where she was career-wise from the beginning of the semester to where she thought she would like to be in a few years' time.

One of the early workshops was a consciousness-raising session led by a volunteer with group dynamics experience. After the session the students were asked to complete part one of a Self Analysis Form that would help the student to evaluate her general personality traits. This was followed by each student taking the Kuder Preference Inventory Test to determine her interests, and the completion of part II of the Self Analysis, which evaluated skills, assets and talents. We discussed, in personal interviews, the correlation between the Kuder Preference Inventory Test and parts I and II of the Self Analysis. This was effective in helping the students assess their job worthiness and make positive decisions about their future career goals.

We continually stressed that each form used in the Career Learning Sequence was solely for the students' use: to help her learn more about herself; her likes and dislikes, her abilities, her resourcefulness. Interesteingly, we found that some students feared completing the forms because they could not (or, more accurately, would not) think positively about themselves and their past and current experiences. One student declared that her goal in life was to become the director of a day care center, but until she enroiled in the course thought she could not envision her dream coming true. "You have given me the encouragement I've never had," she said in a private interview. Another student enrolled in the College Preparatory Program at NYU for the Fall, 1975, semester so that she could prepare to become a medical social worker. When asked why she waited until the end of the semester to share the good news, she said she needed to know that she could do it all by herself.

Counseling

Each student participated in individual counseling sessions -- first to determine her progress in the program so that she could be provided with kind of tutoring help she needed, and later to provide information for students who express an interest in furthering their education and in advancing their careers. These counseling sessions were used as the basis for individual discussions with supervisors and personnel departments in order to advance the student on her job.

NYU's experience in working with us on this enriched curriculum has immeasurable value in terms of disseminating not just this curriculum but others we hope to see developed in coming years to answer similar needs.

Field Test

Bridgeport, Connecticut,was chosen as the field test for use of the curriculum and development of career ladders. It is largely an industrial community where several large corporations are headquartered, including General Electric and Geigy; two colleges, the University of Bridgeport and Housatonic Community College, are likely prospects to develop the academic component of the program.

The task of developing the program has been undertaken by the Bridgeport Section, a volunteer component of the NCNW. Since November, 1974, staff has been offering technical assistance to the Section's Education Committee, which is made up of women who have the necessary contacts with business, colleges, local and state governments and the community.

The target date for launching the project was March 1975, but Section progress has been hampered by the unsettling economic conditions in that state, and by the limited amount of time volunteer workers are able to devote to such a project. However, the Bridgeport Section continues to have the full cooperation of the NCNW staff.

It is our intention that our curriculum will be used at this and at other sites where the program may be replicated.

We have recently had inquiries about replicating the program in Washington, D.C. and in Columbus, Ohio. A field staff person from NCNW's Leadership Development and Training program has taken responsibility for doing a feasibility study in Columbus, Ohio.

Evaluation

Independent evaluation of this project was carried out under a subcontract by Research & Action, Inc. This racially integrated, Black-led, small business firm of women has extensive experience in the areas relative to the purposes of this project. Their evaluation will follow under separate cover.

An evaluation by Milton Kalb, NYU School of Continuing Education, is attached as Appendix B.

Dissemination

Five hundred copies of the printed 300-page curriculum, "Langage Arts, Business Communication and Career Planning," are available for dissemination to groups and individuals with an express interest in seeing and using the complete document.

In order to determine which adult educators in governmental agencies and business training programs should receive the curriculum, a mailing is planned, early in October, to 500. Among those circularized will be: state and regional directors of adult education programs; directors of 309 (b) projects; officials of clerical training and manpower programs in New York State; heads of corporate in-house clerical training programs. This mailing will include a copy of the first 6 pages: title page, table of contents, foreword and two sets of charts listing 1) clerical tasks, and 2) needed skills and knowledge. This "sampler" will be accompanied by an order blank recipients can use to request a free copy of the full curriculum.

Curriculum samples and information will be exhibited at the November National Conference of the Adult Education Association, and at other appropriate professional meetings.

In addition, staff will follow up on earlier contacts with an education editor seriously interested in commerical publication of a book based on this project's curricular approach. We hope, finally, to arrange for publication of articles in professional adult-education journals, and in the education section of general - interest magazines and newspapers.

APPENDIX A

American Express
AT&T
ASARCO
Avon
Bache & Company
Bankers Trust
Borden
Bowery Savings Bank
Bristol-Myers
Chemical Bank
CBS
Continental Can
Dun & Bradstreet
Reuben H. Donnelly
Equitable Life Assurance Society
Exxon
Federal Reserve Bank
First National City Bank
General Motors Overseas Corp.
IBM
International Paper Company Foundation
ITT
Marine Midland Bank
Merrill Lynch
Mobil Oil
Morgan Guaranty
Nabisco
National Broadcasting Company
New York Telephone Company
Sears Roebuck & Company
Sterling Drug
Time, Inc.
Young & Rubicam

Appendix B

INSTRUCTOR'S REPORT FOR 1974-75 (FALL AND SPRING)

"I never thought I could enjoy English," said a student in the Fall semester, "but I love it." The general student reaction, response, and development were strong, positive, and gratifying. But the student, even though they achieved magnificently, still have a long way to go. The semester experience did sharpen their appreciation of the importance of continuing education, in course offerings that are adult and intellectually demanding.

The Students

To put it simply, if ungrammatically, the students were just plain wonderful -- both as students and as people. If the students enjoyed learning English Language Arts, this instructor enjoyed himself even more teaching them. Not that there weren't problems. The greatest single problem was heterogeneity, even though almost all the students were Black, and all but one in each section was female. There were differences in age: from the late teens to the fifties; differences in personal situations: from unattached singles to people who had husbands and several children; from people who had the time to concentrate heavily on their schoolwork to others who worked night shifts and had to take care of several children without any family help; from students who held entrance level jobs to students who were functioning satisfactorily in positions of greater responsibility, in charge, say, of a section of ten or more people; and finally, from students who were reasonably well prepared to those whose backgrounds were weak.

There were other differences also: students with a foreign language background, such as Spanish and French, and students from the Caribbean and from the rural South.

However, without exception, ALL the students had two vital characteristics in common -- a strong desire to learn and great capacity for learning. For example, one of the students with a weak preparation (the one who has three children in elementary school) came to me after work (she finished at 8:00 a.m.) for tutorial sessions. It was slow going at first, but she made splendid progress eventually. In the first semester EVERYONE completed the semester, having done ALL the work required for them to received satisfactory final grades, In the second semester, only illness prevented the group's attaining the same record.

Without exception, the students showed themselves to have a much longer span of attention and to be able to succeed in much longer and more demanding outside assignments than many of us had anticipated before the program began. This finding is of considerable importance because, as this writer believes, this capability should be considered a constant and, hence, built into future curricula. However, in this connection, there is significant caveat for the teachers of future classes like these: to expect little is to get little -- our old friend, the self-fulfilling prophecy. At the same time, the teachers must not demand more than the students can handle. In this fine balance, in which in practice the precise "golden Mean" is probably impossible to find, this instructor prefers to err on the heavy side. As Blake once said, "You never know what is enough until you know what is more than enough."

What We Did

By and large, we concentrated on two major areas of development: (1) English grammar with some attention to vocabulary and spelling; and (2) the writing process. It goes without saying that these areas are to a large extent complementary. Some

little time was spent on other topics, such as, listening, speaking, and reading. Except for some work done by guest instructors, this instructor's work in speaking was confined to developing audibility. And in audibility we confined ourselves to three areas: speed (or rather slowness -- almost everyone spoke too rapidly), volume (many students' voices were weak because of poor posture or timidity), and intelligibility (many students mumbled or muttered because they didn't open their mouths). About equal time was spent on grammar, sentence structure, etc., and the writing process. A serious problem for the instructor was getting the students to apply their knowledge of grammar, etc., to their own writing or, rather, rewriting. The skills they developed and demonstrated in exercises and in copyreading did not show up, to a large extent, until the final weeks of each term.

Conclusion and Evaluation

All students made satisfactory progress, and some made extraordinary progress. Many of the students entered the program with little or no knowledge of what Standard English stood for -- not they didn't use it in writing or in speech. Even less did they know what was or was not appropriate for a given situation. By the end of each semester, every student had developed a sharp sense of what was Standard and what was Nonstandard, Formal and Informal, and when to use what. Everybody learned to write correct sentences, and most learned how to develop good paragraphs and even longer units. Everybody's vocabulary was sharpened, if not enlarged; everybody learned how to use the dictionary properly and, it is to be hoped, frequently. Although the crowded curriculum did not allow much time for appropriate digression, it is believed that the students were stimulated intellectually to consider matters and ideas not directly connected with the day-to-day urgencies of their busy and often harried lives.

In terms of goals, the instructor and his/her supervisors should expect very considerable improvement in the students' ability to use Standard English appropriately. On the other hand, these goals should be very flexible and subject to constant revision downward. For instance, if a particular group has difficulty with subject and verb agreement in a simple sentence, then the topic of subject and verb should be introduced and reintroduced throughout the semester, as it emerges in speaking and writing. In this connection the instructor should be prepared with numerous (dozens, perhaps) of supplementary exercises on basic topics. In this past semester, very large numbers of supplementary exercises were used, both in class and in the small group tutorials.